

Campobello-Gramling School

250 Fagan Avenue
Campobello, South Carolina 29322

Grades	K-8 Elementary School	
Enrollment	624 Students	
Principal	William H. Sapp	864-472-9110
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	C. Hugh Burnett	864-472-2846

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	56	28	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Good	Below Average	No

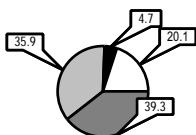
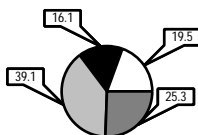
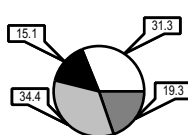
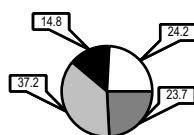
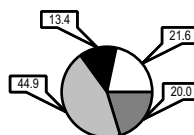
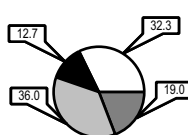
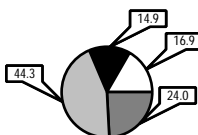
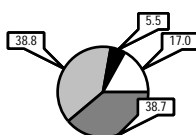
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	401	99.8	20.1	35.9	39.3	4.7	52.3	Yes	Yes
Gender									
Male	210	100.0	21.7	39.9	36.5	2.0	48.3		
Female	191	99.5	18.2	31.5	42.5	7.7	56.9		
Racial/Ethnic Group									
White	351	100.0	18.2	35.5	41.1	5.3	54.8	Yes	Yes
African American	30	100.0	30.8	42.3	26.9	0.0	30.8	I/S	I/S
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	349	99.7	15.6	34.7	44.3	5.4	58.4		
Disabled	52	100.0	50.0	44.0	6.0	0.0	12.0	No	Yes
Migrant Status									
Migrant	3	66.7	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	398	100.0	19.8	36.0	39.4	4.7	52.5		
English Proficiency									
Limited English Proficient	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	100.0	18.8	36.5	39.9	4.8	53.2		
Socio-Economic Status									
Subsidized meals	179	99.4	30.2	40.2	29.0	0.6	36.1	No	Yes
Full-pay meals	217	100.0	12.1	32.6	47.4	7.9	65.1		

Mathematics – State Performance Objective = 36.7%									
All Students	401	100.0	19.5	39.1	25.3	16.1	54.2	Yes	Yes
Gender									
Male	210	100.0	18.2	40.4	24.6	16.7	54.2		
Female	191	100.0	21.0	37.6	26.0	15.5	54.1		
Racial/Ethnic Group									
White	351	100.0	18.2	38.1	26.1	17.6	57.5	Yes	Yes
African American	30	100.0	34.6	50.0	11.5	3.8	19.2	I/S	I/S
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	349	100.0	14.1	39.5	27.8	18.6	59.6		
Disabled	52	100.0	56.0	36.0	8.0	0.0	18.0	No	Yes
Migrant Status									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	398	100.0	19.6	38.9	25.3	16.2	54.3		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	100.0	19.3	38.6	25.7	16.4	55.0		
Socio-Economic Status									
Subsidized meals	179	100.0	24.3	46.2	21.9	7.7	40.2	Yes	Yes
Full-pay meals	217	100.0	15.8	33.5	27.9	22.8	65.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	401	99.5	31.1	34.5	19.3	15.1	34.5
Gender							
Male	210	99.5	28.2	33.2	20.3	18.3	38.6
Female	191	99.5	34.3	35.9	18.2	11.6	29.8
Racial/Ethnic Group							
White	351	100.0	28.7	34.0	20.5	16.7	37.2
African American	30	100.0	50.0	38.5	7.7	3.8	11.5
Asian/Pacific Islander	9	88.9	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	349	99.4	25.2	36.3	21.3	17.1	38.4
Disabled	52	100.0	70.0	22.0	6.0	2.0	8.0
Migrant Status							
Migrant	3	66.7	I/S	I/S	I/S	I/S	I/S
Non-Migrant	398	99.8	31.2	34.3	19.4	15.2	34.6
English Proficiency							
Limited English Proficient	9	88.9	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	99.7	30.2	34.7	19.6	15.4	35.0
Socio-Economic Status							
Subsidized meals	179	99.4	41.4	36.1	16.0	6.5	22.5
Full-pay meals	217	99.5	22.9	33.2	22.0	22.0	43.9

Social Studies							
All Students	401	99.0	23.6	37.5	23.9	15.0	38.8
Gender							
Male	210	99.1	19.4	36.8	26.4	17.4	43.8
Female	191	99.0	28.3	38.3	21.1	12.2	33.3
Racial/Ethnic Group							
White	351	99.4	22.7	37.8	23.0	16.5	39.5
African American	30	100.0	23.1	38.5	38.5	0.0	38.5
Asian/Pacific Islander	9	88.9	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	349	99.4	19.2	38.1	26.4	16.2	42.6
Disabled	52	96.2	54.2	33.3	6.3	6.3	12.5
Migrant Status							
Migrant	3	66.7	I/S	I/S	I/S	I/S	I/S
Non-Migrant	398	99.3	23.7	37.4	23.9	15.0	38.9
English Proficiency							
Limited English Proficient	9	88.9	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	99.2	23.2	37.6	24.0	15.2	39.2
Socio-Economic Status							
Subsidized meals	179	98.9	33.3	38.1	22.6	6.0	28.6
Full-pay meals	217	99.1	16.0	37.1	24.9	22.1	46.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	58	98.3	12.3	33.3	47.4	7.0	54.4
	4	69	100.0	16.2	44.1	36.8	2.9	39.7
	5	68	98.5	10.8	50.8	33.8	4.6	38.5
	6	79	100.0	31.6	29.1	29.1	10.1	39.2
	7	60	100.0	23.3	48.3	20.0	8.3	28.3
	8	64	98.4	19.7	29.5	39.3	11.5	50.8
2005	3	68	100.0	21.0	27.4	43.5	8.1	51.6
	4	66	100.0	28.1	29.7	40.6	1.6	42.2
	5	65	100.0	12.5	39.1	48.4	0.0	48.4
	6	68	100.0	16.9	43.1	32.3	7.7	40.0
	7	70	98.6	19.4	40.3	37.3	3.0	40.3
	8	64	100.0	23.0	34.4	34.4	8.2	42.6
Mathematics								
2004	3	58	100.0	29.3	39.7	25.9	5.2	31.0
	4	69	98.6	17.6	42.6	23.5	16.2	39.7
	5	68	98.5	15.4	55.4	16.9	12.3	29.2
	6	79	100.0	21.5	31.6	26.6	20.3	46.8
	7	60	100.0	18.3	40.0	20.0	21.7	41.7
	8	64	98.4	21.3	36.1	23.0	19.7	42.6
2005	3	68	100.0	16.1	59.7	17.7	6.5	24.2
	4	66	100.0	32.8	23.4	28.1	15.6	43.8
	5	65	100.0	18.8	40.6	26.6	14.1	40.6
	6	68	100.0	9.2	33.8	36.9	20.0	56.9
	7	70	100.0	20.9	34.3	20.9	23.9	44.8
	8	64	100.0	19.7	42.6	21.3	16.4	37.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	68	100.0	22.6	40.3	33.9	3.2	37.1
	4	66	100.0	39.1	26.6	17.2	17.2	34.4
	5	65	98.5	30.2	34.9	12.7	22.2	34.9
	6	68	100.0	30.8	30.8	16.9	21.5	38.5
	7	70	98.6	34.3	32.8	17.9	14.9	32.8
	8	64	100.0	29.5	41.0	18.0	11.5	29.5
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	68	100.0	11.3	40.3	22.6	25.8	48.4
	4	66	100.0	23.4	39.1	23.4	14.1	37.5
	5	65	98.5	19.0	30.2	33.3	17.5	50.8
	6	68	98.5	12.5	35.9	29.7	21.9	51.6
	7	70	98.6	44.8	34.3	14.9	6.0	20.9
	8	64	98.4	30.0	46.7	18.3	5.0	23.3

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 624)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.9%	Down from 1.4%	2.5%	3.0%
Attendance rate	95.9%	Up from 95.8%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.0%	Down from 12.5%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%	Down from 11.7%	2.8%	3.2%
Eligible for gifted and talented	27.6%	Down from 28.1%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.5%	Up from 12.4%	7.7%	8.2%
Older than usual for grade	0.2%	Down from 0.8%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	62.5%	Down from 64.4%	53.8%	52.6%
Continuing contract teachers	83.3%	Down from 91.1%	84.6%	83.3%
Highly qualified teachers	89.1%	Up from 87.9%	93.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.4%	Up from 91.4%	89.0%	87.0%
Teacher attendance rate	95.2%	Down from 95.6%	94.9%	95.0%
Average teacher salary	\$44,423	Up 2.3%	\$42,453	\$41,703
Prof. development days/teacher	6.0 days	Down from 7.0 days	12.7 days	12.8 days
School				
Principal's years at school	20.0	Up from 19.0	5.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 17.8 to 1	19.2 to 1	18.8 to 1
Prime instructional time	90.4%	Down from 90.6%	90.0%	89.8%
Dollars spent per pupil*	\$6,028	Down 7.0%	\$5,922	\$6,242
Percent of expenditures for teacher salaries*	67.9%	Down from 68.6%	67.4%	65.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	96.0%	Up from 90.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	85.7%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Campobello-Gramling School is a student-centered school, K through 8th grade, that offers many strong programs to enhance learning. The Reading Recovery Program, the Pat Cunningham Model for English Language Arts, the Science Coach Initiative, and Algebra I for high school credit are a few of the exemplary programs offered. This school offers self-contained classes for LD and EMD students in grades 1st - 8th. We have received Palmetto Gold and Silver Awards, the State's Exemplary Career Guidance Award, the Red Carpet Award and the Exemplary Writing Award.

The school enjoys strong support from the School Improvement Council, the PTO, and the community. The school has a local business partner that provides volunteers, shadowing experiences, tutors, and financial support for the school newspaper. Many community groups use the facilities.

PACT scores are very good but the principle challenge for Campobello-Gramling School is to continue to improve student learning to create lifelong learners. The strategies to meet this challenge include continuous evaluation of the programs, implementation of new programs, and vertical teaming to ensure continuity in all programs. The faculty and staff are fully qualified to meet this goal.

School safety remains a priority. To this end, a security plan is in place and a school resource officer is on duty daily. Security cameras cover all areas of the building. Exterior doors are locked during the school day and visitors must obtain clearance from the office before entering the school.

We are proud to be preparing students for life in the 21st century.

William H. Sapp, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	61	55
Percent satisfied with learning environment	100.0%	95.1%	92.7%
Percent satisfied with social and physical environment	100.0%	93.4%	87.3%
Percent satisfied with school-home relations	95.7%	93.4%	84.9%

*Only students at the highest elementary school grade level at this school and their parents were included.